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ABSTRACT

Virginia Standards of Learning for Kindergarten through fifth grade are listed in this paper with student activities related to observation of live theatre performances of "Pear Blossom's Magic: A Cinderella Story" written by George Wead. This play toured in Virginia in 1999-2000 and was performed by the high school theater touring company, Organized Chaos. The play runs about 60 minutes. The company used traditional Korean costuming and performance style. No sets were used for the production although scene changes were indicated through the use of theatrical devices such as fans and large pieces of cloth. Oral language standards are listed for kindergarten; oral language and reading/literature standards for grade 1; and oral language, reading/literature, writing, and research standards for grades 2 through 5. Also included are life processes and living systems standards for grade 3 and grade 4 science. (RS)

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"Pear Blossom's Magic: A Cinderella Story." Standards of Learning Connections

By Cathy A. Brookshire

Virginia Standards of Learning for K-5 are listed inside with student activities related to observation of live theatre performances of *Pear Blossom's Magic: A Cinderella Story* written by Dr. George Wead. This play toured in Virginia in 1999-'00 and was performed by the high school theatre touring company, Organized Chaos. The play runs about 60 minutes. The company used traditional Korean costuming and performance style. No sets were used for the production although scene changes were indicated through the use of theatrical devices such as fans and large pieces of cloth.

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CS 510 694

Pear Blossom's Magic: A Cinderella Story
by
George Wead
Standards of Learning Connections by Cathy A. Brookshire

GRADE K - ENGLISH

ORAL LANGUAGE

K.1 - *The student will demonstrate growth in the use of oral language.*
Students may be read some of the many stories and poems about Cinderella. Members of the class can make up short skits or poems or songs based on the stories they hear.

K.2 - *The student will use listening and speaking vocabularies.*
After students have seen the play, they can describe what they saw, what movements the actors used to portray the different animals in the stories, how the music sounded, and what the costumes looked like. They can ask about any words they didn't understand.

K.3 - *The student will build oral communication skills.*
Students can take turns describing the play. They can discuss what they learned about people from the play, what they did and didn't like about the play, and how it feels to see a live stage production instead of watching a show on television or at the movies. Did they have to behave differently? Was it easy to see and hear?

GRADE 1 - ENGLISH

ORAL LANGUAGE

1.1 - *The student will continue to demonstrate growth in the use of oral language.*
The students can listen and respond to a variety of media dealing with the subject of Cinderella. They can then retell the material they have been exposed to in the form of short skits, poems, or song.

1.2 - *The student will continue to expand and use listening and speaking vocabularies.*
The students can describe the play they have seen, they can talk about how it feels to be a part of an audience at a live show. They can describe the costumes, music, and stories they have seen in the play.

1.3 - *The student will adapt or change oral language to fit the situation.*
The students can engage in conversation and group discussion about the play and their reactions to it.

READING/LITERATURE

1.5 - *The student will apply knowledge of how print is organized and read.*
The students can practice appropriate reading skills by reading some of the stories and poems written about Cinderella.

1.7 - *The student will use meaning clues when reading.*
Many of the age appropriate books about Cinderella have interesting and beautiful pictures which the students can use to assist their reading and understanding of the words. Students can identify and use adjectives in the books to describe the different characters.

1.10 - *The student will read familiar stories, poems, or passages with fluency and expression.*
Students can read stories about Cinderella out loud.

1.11 - *The student will read and comprehend a variety of fiction and non-fiction selections.*
Students can read a variety of stories and poems about Cinderella, Cinderella myths of various countries and peoples, and non-fiction accounts of life in Korea and Japan.

GRADE 2 - ENGLISH

ORAL LANGUAGE

2.1 - *The student will demonstrate an understanding of oral language structure.*
Students can create their own stories or skits about Cinderella placing the stories in different locales including the Shenandoah Valley. How does placement affect the language of the characters?

2.2. - *The student will continue to expand listening and speaking vocabularies.*
Students can examine their stories, poems and skits for clarity of thought and intention. Does the story they have just written make sense? Does it have a beginning, middle and end? Does it have a point? Is it interesting?

2.3 - *The student will use oral communication skills.*
The student can relate to the class a Cinderella story he or she read. The student can describe a favorite character. The student can describe his or her evening at the theatre.

READING/LITERATURE

2.5 - *The student will use meaning clues when reading.*
Many of the Cinderella storybooks have pictures that may be used to enhance the readers' understanding of the words. Photos from non-fiction sources about Asia and Korea may be used as well.

2.7 - *The student will read fiction, non-fiction and poetry using a variety of strategies independently.*

2.8 - *The student will demonstrate comprehension of fiction and non-fiction selections.*
Students can describe the characters and settings of the many Cinderella stories. Students can explain the problem each story grapples with and how the characters solve that problem. Students can write about what they have read.

WRITING

2.9 - *The student will write stories, letters, and simple explanations*
Students can write a simple explanation or a story about their play-going experience. They can write letters to the actors.

2. 10 - *The student will edit final copies for grammar, capitalization, punctuation, and spelling.*

RESEARCH

2.11 - *The student will locate information in reference materials.*
Students may use dictionaries to define words in a vocabulary list taken from the stories and poems they read. Encyclopedias and the Web may be used to research Korea's various types of geography and the different wildlife that inhabit Korea and Asia.

GRADE 3 - ENGLISH

ORAL LANGUAGE

3.1 - *The student will use effective communication skills in group activities.*
Students can practice effective communication skills through group discussions and critiques of the performance. Does the story tell us anything about ourselves?

3.2 - *The student will present brief oral reports.*
Students can give oral reports about their impressions of the play. Who was their favorite character and why? What was the funniest moment in the play? What was the saddest moment? How did they like the singing and the drumming?

READING/LITERATURE

3.3. - *The student will apply word-analysis skills when reading and writing.* Students

can discover and define a number of unusual words in stories and poems about Cinderella, Korea, and Japan.

3.4 - *The student will use strategies to read a variety of printed materials.*
Students can read or be read other materials about Korea, Cinderella, and birds and animals of Korea.

3.5 - *The student will demonstrate comprehension of a variety of printed materials.*
The student can discuss one of the Cinderella stories and a poem that the student has read or had read to him/her. Connections can be made between students' experiences and those described in the stories or poems. How does Cinderella behave? How does the stepmother behave? The stepsisters? Do we behave like that sometimes?

3.6 - *The student will continue to read a variety of fiction and nonfiction selections.*
The student can read other poems, stories , and myths by many different groups such as American Indian, Japanese, Chinese, Indian, Eskimo,and South American. All of these groups have Cinderella stories. Differences between these cultures and their approaches to these common themes can be discussed.

WRITING

3.7 - *The student will write descriptive paragraphs.*
Students can write a review of the performance focusing on such subjects as: The effectiveness of the costumes, the style of the production, and the strength of the acting and singing.

3.8 - *The student will write stories, letters, simple explanations, and short reports across all content areas.*
Students can write their own Cinderella story. Students can write a short play about one of the characters in the production. Students can write letters to the actors about the performance and their reaction to it.

3.9 - *The student will write legibly in cursive.*

RESEARCH

3.10 - *The student will record information from print and non print resources.*
Students may use dictionaries to define words in a vocabulary list taken from the stories and poems they read. Encyclopedias and the Web may be used to research Korea's various types of geography, clothing, agriculture, and culture.

GRADE 4 - ENGLISH

ORAL LANGUAGE

4.1 - *The student will use effective oral communication skills in a variety of settings.*
Students can participate in group discussions about the performance. Did the production cover the same material as any of the written stories? Is it presented from a different perspective? How did the actors' interpretations affect the students' perceptions of the story's characters?

4.2 - *The student will make and listen to oral presentations and reports.*
Students can present individual oral reports on a variety of subjects related to the performance. They might discuss the use of costuming as a metaphor, the style of the production, the type of music used in the play, or the success of the actors' impersonation of animals, water, and trees.

READING/LITERATURE

4.3 - *The student will read and learn the meanings of unfamiliar words.*
Cinderella stories and poems contain a number of interesting and unusual words that may be defined and researched. The language of the stage might be used as well to increase students' vocabularies. Words such as "rake" are used commonly to mean a garden tool, but on the stage "rake" means setting the floor of the stage or the seating of the audience on

an incline.

4.4 - *The student will read fiction and nonfiction, including biographies and historical fiction.*

The student can read other poems, stories , and myths by many different groups such as American Indian, Japanese, Chinese, Indian, Eskimo,and South American. All of these groups have extensive collections of Cinderella stories. Students can also read age-appropriate material about the peoples of Korea and Japan.

4.6 - *The student will read a variety of poetry.*

There are numerous examples of Japanese poetry. Students can read and study these poems. Students may write their own poem about one of the characters in the play.

WRITING

4.7 - *The student will write effective narratives and explanations.*

Students can write their own Cinderella stories.

4.8 - *The student will edit final copies of writings.*

RESEARCH

4.9 - *The student will use information resources to research a topic.*

Students can research any number of topics relating to the production. Examples include; Korea, Japan, Korean music, dancing, clothing, food, and Japanese theatre.

GRADE 5 - ENGLISH

ORAL LANGUAGE

5.1 - *The student will listen, draw conclusions, and share responses in subject-related group learning activities.*

Students may be formed into small discussion groups whose purpose is to explore, prepare, and present a report on one aspect of the production.

5.2 - *The student will use effective nonverbal communication skills.*

In presenting the oral reports generated by the small group discussions, students will be encouraged to speak clearly, maintain eye contact, move appropriately, and use correct posture.

5.3 - *The student will make a planned oral presentation.*

Students can prepare and present an oral report about any number of topics concerning the production. For example a student can present a report on the difference or similarities between American Indian and Russian folk legends that deal with Cinderella.

READING/LITERATURE

5.4 - *The student will read and learn the meanings of unfamiliar words.*

The stories and poems about Cinderella contain a number of interesting and unusual words that may be defined and researched. The language of the stage might be used as well to increase students' vocabularies. Words such as "rake" are used commonly to mean a garden tool, but on the stage "rake" means setting the floor of the stage or the seating of the audience on an incline.

5.5 - *The student will read a variety of literary forms, including fiction, nonfiction, and poetry.*

Students can read short stories and poems about Cinderella and use these as a base for covering several of the requirements in this section.

WRITING

5.7 - *The student will write for a variety of purposes to describe, to inform, to entertain, and to explain.*

Students may write their own poems, plays, newspaper articles, or short story about one or more of the characters in the play.

RESEARCH

5.8 - *The student will synthesize information from a variety of resources.*

Students can use the internet, encyclopedias, biographies, and nonfictional texts to learn more about Cinderella stories from around the world. They can also explore the roots of legends and folk tales using these same resources.

GRADE 3 - SCIENCE

LIFE PROCESSES

3.4 - *The student will investigate and understand that behavioral and physical adaptations allow animals to respond to life needs.*

The student can investigate the behavior and physical adaptations of animals of Korea and Japan; Oxen, Water buffalo, birds

LIVING SYSTEMS

3.5 - *The student will investigate and understand relationships among organisms in aquatic and terrestrial food chains.*

Students can study the relationship among the various herbivore, carnivore, omnivore, and predator-prey mentioned in the Cinderella stories. The Korean Cinderella specifically mentions an Ox and birds.

3.6 - *The student will investigate and understand that environments support a diversity of plants and animals that share limited resources.*

Students can explore the environments of Korea and Japan and its affect on its inhabitants. Students can also examine the impact of humanity on that environment.

GRADE 4 - SCIENCE

LIFE PROCESSES

4.4 - *The student will investigate and understand basic plant anatomy and life processes.*

Students can investigate plant anatomy using plants indigenous to various regions of Korea and Japan.

4.5 - *The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment.*

Students may investigate and understand how the plants and animals of Korea or Japan interact with each other. They can investigate the habitats and life-cycles of the animals specifically mentioned in the play as well as examine the influence of human activity on African preserves today. What parts of Korea are the animals in the play from?

LIVING SYSTEMS

4.5 - *The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment.*

Students can explore how frogs in Korea use the environment as protective covering to survive. They can research the plumage and flight patterns of birds of Korea and Japan. Students may study the habitats and feeding cycles of the animals of Korea and Japan.